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ABSTRACT

Data are reported on the performance of the total available prekindergarten population affiliated with the School District of Philadelphia as its "graduates" proceeded through the school years. The report covers three cohorts--those entering kindergarten in the fall of 1974, 1975, and 1976--from the two major prekindergarten programs in the city for which data were available back to September, 1974. This report provides three years of information on kindergarten performance, two years on first grade performance, and one year on second grade performance. Compared to total city performance, prekindergarten experience generally produced higher reading and mathematics achievement. The data, however, did not support a differential effect for a specific type of prekindergarten experience. Follow Through experience following prekindergarten had a consistently positive effect on mathematics performance. Of the original Follow Through programs, the Behavior Analysis model, combined with prekindergarten experience, resulted in higher achievement than any other model. This group's performance also exceeded three fourths of the non-Follow Through comparison groups. It was also found that low absence while in Follow Through enhanced the performance of children with prekindergarten experience. (Author/GDC)

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POST-PROGRAM ACHIEVEMENT OF PREKINDERGARTEN CHILDREN IN PHILADELPHIA: QUASI-LONGITUDINAL DATA 1974-1975 Through 1976-1977

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Report #7901
June, 1978

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ABSTRACT

This is the first report of its kind on the performance of the total available prekindergarten population affiliated with the School District of Philadelphia as its "graduates" proceeded through the school years. The report covers three graduating cohorts, i.e., Entering-K 1974, Entering-K 1975, and Entering-K, 1976 from the two major prekindergarten programs in the city for which data were available back to September, 1974. By the 1976-1977 school year, the earliest cohort was in Grade 2, so the report provides three years of information on K performance, two years on First Grade performance, and one year on Second Grade performance.

The major findings were:

A. In comparison with Total City performance, prekindergarten experience in general produces higher percentages of pupils scoring above national norms in both Reading and Mathematics through Second Grade. The present data, however, do not support a differential effect for a specific type of prekindergarten experience.

B. Follow Through experience subsequent to prekindergarten appears to have a consistently positive effect on Mathematics performance. Within the original Follow Through Program, however, prekindergarten experience combined with Behavior Analysis (BA) Model participation yields higher levels of performance in both Reading and Mathematics than in any other model. BA performance also exceeds Non-Follow Through performance in 3/4 of the total possible comparisons.

C. Low absence while in Follow Through programs enhances the performance of pupils with prior prekindergarten experience.

POST-PROGRAM ACHIEVEMENT OF PREKINDERGARTEN CHILDREN IN PHILADELPHIA: QUASI-LONGITUDINAL DATA 1974-1975 Through 1976-1977

I. INTRODUCTION

A. Background

During 1976-1977 there were almost 8000 children enrolled in prekindergarten programs directly affiliated with the School District of Philadelphia. During that same year, the School District, through the joint efforts of its Office of Early Childhood Programs and the Office of Research and Evaluation created an Early Childhood Evaluation Unit (ECEU) with responsibility for all early childhood programs in the School District, Pre-K to Grade 4. One of the ECEU's primary responsibilities was the creation of a computerized, longitudinal file, the Early Childhood File (ECF), for following prekindergarten program "graduates" as they progressed through the regular school years. That file, for which data were available as far back as entering K, 1974-1975, served as the source for this study, allowing preliminary descriptions of performance to be presented for three different "graduating" cohorts from prekindergarten, i.e., the entering K groups of (1) 1974-1975, (2) 1975-1976 and (3) 1976-1977.

The major question of concern in this investigation was: "How did children previously enrolled in a prekindergarten program perform on standardized achievement tests after entering school?" Several correlative issues which give it its quasi-longitudinal focus, were examined; they include the effects on school achievement associated with: type of prekindergarten program as related to type of school program, length of exposure to school program and absence rate. The investigation gave

primary focus to children previously attending two major prekindergarten programs for which data were available prior to Sept. 1974, whose "graduates" showed maximum school program exposure after entering kindergarten, first, or second grade during the three year period beginning Sept., 1974 and ending June, 1977. Maximum exposure = 1 year at K; 2 years at Grade 1; 3 years at Grade 2.

B. Prekindergarten Program Descriptions

The investigation as already noted, focused on two prekindergarten programs: Get Set (Day Care) Prekindergarten (GSPK) and Prekindergarten Head Start (PKHS). During 1974-1977 the GSPK program served approximately 4,500 low-income children annually in approximately 96 sites. The program provides day care services for prekindergarten children from 7:00 a.m. to 6:00 p.m. every weekday throughout the year. Primarily functioning through centers associated with neighborhood churches, the GSPK program provides for comprehensive child development within the context of a complete educational program, social services, staff development, nutritional services (including two daily meals), and medical, dental, and psychological services. The GSPK program also emphasizes parent involvement and has made it an essential component.

The PKHS program during those same three years served approximately 850 three and four year old low-income children annually for 10 months in 18-22 sites, primarily school sites. The program follows a school-day schedule and is predominantly oriented toward a direct instructional routine in preparation for regular school. The PKHS program attempts to give students a variety of experiences to counterbalance the effects of social and economic disadvantagement, and operates through five different

instructional approaches (models designed to implement its "planned variation" structure): Bank Street, Behavior Analysis, Montessori, Open classroom, and Responsive Environment. As was the case with its predecessor, Head Start, PKHS combines the instructional component with three others: parent involvement, staff development, and special supportive services.

C. School Programs: Follow Through and Non-Follow Through

Follow Through (FTO = Follow Through Original) is a nationwide, comprehensive program for students in grades K-3, and was initially proposed as the school counterpart to Head Start. It emphasizes planned variation in instructional approach, intensive parent and community involvement in school functioning, staff development and special supportive services.

Nationally, there are 22 different FT models, each with its own sponsor. Seven of the models operated in Philadelphia through 1977 (see list below). Each model strives to reach the project's broad goals in its own way. For example, the instructional methods range from the highly structured curriculum of the Behavior Analysis (BA) Model to the open classroom curriculum of the Educational Development Center (EDC) Model.

In 1974-1975 the Follow Through Expansion (FTX) program was implemented late in the school year. It's first full year of operation was 1975-1976. The Expansion Program was based on instructional "options" derived from the two most successful of the original models in Philadelphia at the time, Bank Street and Behavior Analysis. Thus two Follow Through groups will be examined, the original program (FTO) and the expansion program (FTX).

A Non-Follow Through (NFT) group was also made part of the comparisons for this study. NFT in this context, however, refers not only to the officially designated national comparison schools for Follow Through but to any school in the system that was not a participant in the latter program.

D. Absence

In order to examine differences attributable to yearly absence rate the students were divided into two groups: Those with less than 16 days absence and those with 16 or more days absence during a given school year.

E. Test Data

City-wide, standardized test data were used for this analysis, i.e., the Stanford Early School Achievement Test (SESAT), and the California Achievement Test (CAT). SESAT was administered to all kindergarten children. The SESAT subtest scores examined for this report included Mathematics (M) and Letters and Sounds (L&S). The CAT was administered to all children in grades 1 and 2. The CAT subtests used for this report include Total Reading (R) and Total Mathematics (M).

F. Summary of Comparison Groupings and Acronyms

In order to summarize the various groups that will be examined the following list of abbreviations is presented:

(1) Prekindergarten Groups

Get Set (Day Care) Prekindergarten	GSPK
Prekindergarten Head Start	PKHS
Total Prekindergarten	TPK

(2) School Groups

Original Follow Through	FTO
Follow Through Expansion	FTX
Non-Follow Through	NFT
Total City	TC

(3) Follow Through Models (Original Program)

Bank Street	BS
Behavior Analysis	BA
Bilingual	BI
Educational Development Center	EDC
Florida Parent	FP
Parent Implemented	PI
Philadelphia Process	PP
Total Follow Through	TFT

Slashes will be used to indicate students in combined groups. For example:

GSPK/TFT = all students who attended a Get Set Day Care Prekindergarten program in previous years and then participated K-2 in one of the seven Follow Through models during 1974-1977.

(4) Absence Categories

Since each student's attendance varies from year to year, assignments to absence categories is made on an annual basis.

0-15 = Students who were absent fewer than 16 days.

+15 = Students who were absent at least 16 days.

PKHS/0-15 = All students who attended a Prekindergarten Head Start program and were absent fewer than 16 days.

(5) Instruments and Subtests

Standard Early School Achievement Test (K)	SESAT
Mathematics Subtest	MATH
Letters and Sounds Subtest	READING
California Achievement Test (Grs. 1-2)	CAT
Total Reading	READING
Total Mathematics	MATH

G. Population

Tables 1a-1c in the Appendix illustrate the distribution of students in various groups during the 3 years examined. It should be noted that the Follow Through Expansion program, though introduced in late 1974-1975 was not fully implemented until the 1975-1976 academic year. Therefore, a 2 year (rather than a 3 year) examination will be reported for that program.

H. Findings

The findings will be presented below in a question and answer format. Six major questions are addressed, all focusing on the effects of pre-kindergarten experience on school performance, using various comparison contexts. In all cases, the percentage of children who scored below the 16th or at or above the 50th national percentile was the basis for judging differences between the groups compared for each question. Whenever two groups differed by 4 or more percentage points a difference was said to exist. In most cases the comparisons were made for all applicable grades and years. Only when N's were extremely small were the comparisons omitted. For convenience, immediately after the question is stated, the acronyms (p.4) for the groups being compared will be given in parentheses.

It should be noted that the total prekindergarten population on the Early Childhood File (ECF), which serves as the source for this study, is taken to be the population of interest and that the purely descriptive statistics employed are in order. The appendices contain extracted data appropriate for answering the questions on the basis stated; the basic data source for these extractions are masses of computer printouts giving N's, Means, and Standard Deviations as well as the N's and %'s below the 16th and at or above the 50th percentile.

A Final Note: This is the first report of this nature on these data, which themselves represent a first attempt at establishing a performance base for prekindergarten "graduates." Since these are initial data, then, on three Entering-K cohorts, the findings are to be interpreted with caution and not taken to mean well-established, repeatedly replicated results. This same type of investigation is intended to be repeated yearly from this point on, however, so that the findings can gradually become cumulative.

II. FINDINGS

A. Did children with prekindergarten experience show higher school performance when compared to the total city? (TPK, TC)

In comparison with Total City performance, prekindergarten experience produces higher percentages of children scoring at or above national norms in both Reading and Math through the second grade. This finding is particularly noteworthy because the Total City group included a considerable number of middle SES children while the groups of interest included, by definition, lower SES children.

In this question the total prekindergarten group (TPK) is being compared with the total city group (TC) which includes the former. Data in Tables 2 and 3 in the Appendix show there were no differences between these groups in the percentage of children who scored below the National 16th percentile, whether in Reading or Math, and regardless of grade level. However, differences did occur with regard to the national 50th percentile. Specifically, a larger percentage of children in the TPK group scored at or above the national 50th percentile in Reading, at all grades, and in Math at first and second grade.

B. Did children with prekindergarten experience attain higher performance levels when they attended original Follow Through, Follow Through Expansion or Non Follow Through Schools? (TPK/FTO, TPK/FTX, TPK/NFT).

Prekindergarten followed by FTO, FTX, or NFT resulted in essentially no differences in Reading achievement. However, the combination of prekindergarten and FTO or FTX, particularly the former, yielded higher performance in Math regarding percentages at or above the national norms.

The data reported in Tables 4 and 5 in the Appendix show no differences in Reading, with only two exceptions, though several differences in Math among children having prekindergarten experience followed by FTO, FTX, or NFT. The following differences in Reading occurred: (a) a higher percentage of children in the TPK/FTO group scored at or above the national 50th percentile, at kindergarten, than children in the TPK/FTX group, but not higher than the TPK/NFT group. (b) at second grade, a higher percentage of children in the TPK/NFT group scored at or above the national 50th percentile than children in either the TPK/FTO or TPK/FTX groups.

Several differences occurred among the groups in Math achievement. They are summarized for the 3-way comparisons in the following chart:

When Comparing:	The Percentage of Children Scoring	
	Below the 16th NPR was lower for:	At or above the 50th NPR was higher for:
TPK/FTO - TPK/NFT	TPK/FTO - grade 1	TPK/FTO - grade K,1,2
TPK/FTO - TPK/FTX	----------	TPK/FTO - grade 1,2
TPK/FTX - TPK/NFT	TPK/FTX - grade 1	TPK/FTX - grade K,1

C. Did the type of prekindergarten experience have any effect on school performance? (GSPK, PKHS)

GSPK and PKHS experience had essentially the same effect on children's school performance. There were some instances, however, when GSPK exceeded PKHS.

From the data reported in Tables 6 & 7 in the Appendix, 18 of 24 comparisons between GSPK and PKHS children showed no difference. However, some differences in favor of GSPK occurred. A higher percentage of GSPK children scored at or above the national 50th percentile in Reading at Kindergarten (1975), First grade (1975), and Second grade (1976); and in Math at Kindergarten (1975). Further, a smaller percentage of GSPK children scored below the national 16th percentile in Math at the first and second grade (1976).

D. Did a combination of a specific type of prekindergarten experience and a specific type of school experience have any effect on school performance? (GSPK/FTO, GSPK/FTX, GSPK/NFT, PKHS/FTO, PKHS/FTX, PKHS/NFT)

Generally, GSPK and PKHS followed by FTO, FTX, or NFT produced similar results. Where differences occurred, they favored either GSPK followed by FTO (especially in Math) or PKHS followed by FTO or FTX in both Reading and Math.

A comparison of GSPK and PKHS was reported in a previous question; therefore, to reduce the number of comparisons for the present question GSPK and PKHS were examined separately. The data reported in Tables 8-11 in the Appendix were analyzed for trends among the various groups.

The following chart illustrates the differences:

COMBINATIONS	NO. OF DIFFERENCES FAVORING EACH COMBINATION		
	Reading	Math	Total
GSPK followed by:			
FTO	5/22	10/22	15/44
FTX	1/20	3/20	4/40
NFT	3/22	0/22	3/44
(128 total possible comparisons)			22/128
PKHS followed by:			
FTO	7/22	9/22	16/44
FTX	5/20	8/20	13/40
NFT	6/22	0/22	6/44
(128 total possible comparisons)			35/128

E. Did the type of Follow Through Model (original program) have any effect on school performance for children who previously attended prekindergarten? (TPK/FTO-BS, TPK/FTO-BA, TPK/FTO-EDC, TPK/FTO-PP)

Children previously attending a prekindergarten program who then had school experience in the BA Model scored higher than children in other models as well as children in Non-Follow Through (NFT) schools.

The data reported in Tables 12 and 13 in the Appendix show the percentage of children with prekindergarten experience who scored below the 16th or at or above the 50th national percentile when attending the four largest Follow Through models, (N's were too small for regular comparison in the remaining three models.) The data were examined for any differences among the models in comparison with the total FTO group. The following chart illustrates the findings. The differences reported below were those in favor of the models.

Model	Total No. of Comparisons*	NO. OF DIFFERENCES FAVORING MODEL OVER FTO		
		Reading	Math	Total
BS	24	1	1	2
BA	24	9	6	15
EDC	24	3	2	5
PP	24	4	3	7

*12 each for Reading and Math

F. Did the number of days absent, for children previously attending pre-kindergarten, affect school performance? (TPK/FTO/0-15, TPK/FTX/0-15, TPK/FTO/+15, TPK/FTX/+15)

Children with prekindergarten experience who then attended FTO or FTX and had low absence rates, during the school years examined, scored higher than their more frequently absent classmates in these programs.

The data reported in Tables 14-17 in the Appendix show the percentage of students in each program-absence group within the two percentile categories. The comparisons were made within each program separately. For example, the Original Follow Through group having less than 15 days absence was compared to the Original Follow Through group having 15 or more days absence. No comparisons were made for the NFT group since very little absence data were available. And to have sufficiently large N's, comparisons were restricted to the TPK level.

The data indicate a higher percentage of children in the 0-15 days absence groups scored at or above the national 50th percentile in reading and math in 10 out of 12 comparisons for FTO and in 9 out of 10 comparisons for FTX.

III. GENERAL CONCLUSIONS

Based on this initial follow-up study of prekindergarten "graduates" in the regular school setting, the following conclusions emerge -- to be interpreted with caution, however, precisely because they are first-time findings:

A. Prekindergarten experience in general produces higher percentages of pupils scoring above national norms K-2 in both Reading and Math, in comparison with Total City performance. Type of prekindergarten experience, i.e., whether Get Set (GSPK) or Prekindergarten Head Start (PKHS), appeared to have little differential effect.

B. Prekindergarten experience, when followed by original Follow Through (FTO) or Follow Through Expansion (FTX) program experience, produced higher performance in Math than when followed by Non-Follow Through (NFT) experience. Higher Math performance also occured as regards GSPK experience coupled with FTO. PKHS, however, when followed by FTO appears to do better in both Reading and Math.

C. Within the original Follow Through Program (FTO), prekindergarten experience produces its highest level of performance when combined with the Behavior Analysis (BA) Model in both Reading and Math K-2. BA performance also exceeded Non-Follow Through (NFT) performance in 3/4 of the total possible comparisons.

D. Prekindergarten experience with low absence, i.e. less than 16 days during the year, produces the highest level of performance within the Follow Through programs.

APPENDIX

Table 1a Total N's for TOTAL PREKINDERGARTEN. Note that acronyms for the groupings and subgroupings are listed in the text on pages 4-6. (*Figures highlighted with an asterisk represent a slightly less than expected total because the expansion category (FTX) is not included due to one year less program exposure than the other categories).

GRADES/ SCHOOL GROUPINGS		TOTAL READING			TOTAL MATHEMATICS		
		1974 1975	1975 1976	1976 1977	1974 1975	1975 1976	1976 1977
KINDERGARTEN	TPK	973	1,450	1,825	970	1453	1,820
	FTO	406	353	388	407	352	389
	BS	77	63	66	77	63	66
	BA	88	83	105	89	82	105
	EDC	78	80	66	79	80	66
	PP	62	71	69	62	71	70
	FTX	-	476	629	-	476	629
	NFT	564	621	807	560	625	801
	TC	18,445	19,147	18,023	18,491	19,162	18,051
FIRST GRADE	TPK	-	837*	1,309	-	849*	1,329
	FTO	-	304	271	-	308	272
	BS	-	55	46	-	59	46
	BA	-	70	62	-	69	63
	EDC	-	52	65	-	53	65
	PP	-	46	49	-	46	49
	FTX	-	449	384	-	456	387
	NFT	-	410	454	-	417	468
	TC	-	16,907	17,415	-	17,301	17,536
SECOND GRADE	TPK	-	-	739*	-	-	738*
	FTO	-	-	231	-	-	231
	BS	-	-	47	-	-	47
	BA	-	-	59	-	-	59
	EDC	-	-	39	-	-	39
	PP	-	-	35	-	-	35
	FTX	-	-	371	-	-	372
	NFT	-	-	327	-	-	326
	TC	-	-	16,484	-	-	16,518

Table 1b Total N's for GET SET PREKINDERGARTEN. Note that acronyms for the groupings and subgroupings are listed in the text on pages 4-6. (*Figures highlighted with an asterisk represent a slightly less than expected total because the expansion category (FTX) is not included due to one year less program exposure than the other categories).

GRADES/ SCHOOL GROUPINGS		TOTAL READING			TOTAL MATHEMATICS		
		1974 1975	1975 1976	1976 1977	1974 1975	1975 1976	1976 1977
KINDERGARTEN	TPK/GSPK	711	999	1,304	708	1,002	1,300
	FTO	225	163	193	225	163	193
	BS	56	38	34	56	38	34
	BA	40	21	37	40	21	37
	EDC	43	41	38	43	41	38
	PP	17	28	27	17	28	27
	FTX	-	343	472	-	343	472
	NFT	485	493	639	482	496	635
	TC	18,445	19,147	18,023	18,491	19,162	18,051
FIRST GRADE	TPK/GSPK	-	591*	899	-	599*	909
	FTO	-	146	118	-	146	118
	BS	-	36	24	-	37	24
	BA	-	26	15	-	24	16
	EDC	-	26	34	-	27	33
	PP	-	7	18	-	7	18
	FTX	-	332	278	-	340	275
	NFT	-	351	361	-	358	371
	TC	-	16,907	17,415	-	17,301	17,536
SECOND GRADE	TPK/GSPK	-	-	522*	-	-	521*
	FTO	-	-	108	-	-	108
	BS	-	-	30	-	-	30
	BA	-	-	22	-	-	22
	EDC	-	-	20	-	-	20
	PP	-	-	4	-	-	4
	FTX	-	-	276	-	-	277
	NFT	-	-	280	-	-	280
	TC	-	-	16,484	-	-	16,518

Table 1c Total N's for PREKINDERGARTEN HEAD START . Note that acronyms for the groupings and subgroupings are listed in the text on pages 4-6. (*Figures highlighted with an asterisk represent a slightly less than expected total because the expansion category (FTX) is not included due to one year less program exposure than the other categories).

GRADES/ SCHOOL GROUPINGS		TOTAL READING			TOTAL MATHEMATICS		
		1974 1975	1975 1976	1976 1977	1974 1975	1975 1976	1976 1977
KINDERGARTEN	TPK/PKHS	214	329	361	215	328	362
	FTO	171	172	180	173	171	182
	BS	21	23	30	21	23	31
	BA	45	58	63	46	57	63
	EDC	34	36	26	35	36	26
	PP	44	40	40	44	40	41
	FTX	-	84	100	-	84	100
	NFT	42	73	80	41	73	79
	TC	18,445	19,147	18,023	18,491	19,162	18,051
FIRST GRADE	TPK/PKHS	-	210*	304	-	215*	307
	FTO	-	151	140	-	155	140
	BS	-	19	21	-	22	21
	BA	-	42	43	-	43	43
	EDC	-	26	29	-	26	30
	PP	-	38	29	-	38	29
	FTX	-	64	68	-	63	72
	NFT	-	34	49	-	35	50
	TC	-	16,907	17,415	-	17,301	17,536
SECOND GRADE	TPK/PKHS	-	-	188*	-	-	188*
	FTO	-	-	120	-	-	120
	BS	-	-	17	-	-	17
	BA	-	-	36	-	-	36
	EDC	-	-	19	-	-	19
	PP	-	-	31	-	-	31
	FTX	-	-	51	-	-	51
	NFT	-	-	28	-	-	27

TABLE 2

Percentage of all children with prekindergarten experience compared with the percentage of all children in the city who scored below the 16th percentile or at or above the 50th percentile in Reading for the grades and years indicated.

Grade	Groups Compared	N Per Year	% Below 16th Percentile			% Above 50th Percentile		
			1974	1975	1976	1974	1975	1976
K	TC	1974 18,445 1975 19,147 1976 18,027	4	4	4	81	82	81
	TPK	1974 973 1975 1,450 1976 1,825	3	3	3	87	86	83
1	TC	1975 16,907 1976 17,415		9	8		60	60
	TPK	1975 837 1976 1,309		6	5		68	65
2	TC	1975 16,484			9			59
	TPK	1976 739			6			67

TABLE 3

Percentage of all children with prekindergarten experience compared with the percentage of all children in the city who scored below the 16th percentile or at or above the 50th percentile in Mathematics for the grades and years indicated.

Grade	Groups Compared	N Per Year	% Below 16th Percentile			% Above 50th Percentile		
			1974	1975	1976	1974	1975	1976
K	TC	1974 18,491 1975 19,162 1976 18,051	11	10	9	68	69	70
	TPK	1974 970 1975 1,453 1976 1,820	8	9	9	71	70	72
1	TC	1975 17,301 1976 17,536		10	9		57	59
	TPK	1975 849 1976 1,329		9	7		63	64
2	TC	1975 16,518			11			56
	TPK	1976 738			9			61

TABLE 4

Percentage of children with Prekindergarten experience followed by either Original Follow Through, Follow Through Expansion, or Non-Follow Through who scored below the 16th percentile or at or above the 50th percentile in Reading for the grades and years indicated.

Grade	Groups Compared	N Per Year	% Below 16th Percentile			% Above 50th Percentile		
			1974	1975	1976	1974	1975	1976
K	TPK/FTO	1974 406 1975 353 1976 388	3	3	2	87	86	86
	TPK/FTX	1974 1975 476 1976 629		3	3		86	82
	TPK/NFT	1974 564 1975 621 1976 807	3	4	3	86	86	83
1	TPK/FTO	1975 304 1976 271		6	6		67	65
	TPK/FTX	1975 449 1976 384		5	4		65	65
	TPK/NFT	1975 410 1976 454		5	5		67	66
2	TPK/FTO	1976 231			6			65
	TPK/FTX	1976 371			5			63
	TPK/NFT	1976 327			6			71

TABLE 5

Percentage of children with Prekindergarten experience followed by either Original Follow Through, Follow Through Expansion, or Non-Follow Through who scored below the 16th percentile or at or above the 50th percentile in Mathematics for the grades and years indicated.

Grade	Groups Compared	N Per Year	% Below 16th Percentile			% Above 50th Percentile		
			1974	1975	1976	1974	1975	1976
K	TPK/FTO	1974 407 1975 352 1976 389	8	7	7	70	68	75
	TPK/FTX	1974 --- 1975 476 1976 629		9	10		70	73
	TPK/NFT	1974 560 1975 625 1976 801	8	10	9	71	71	69
1	TPK/FTO	1975 308 1976 272		6	4		66	68
	TPK/FTX	1975 456 1976 387		6	8		61	67
	TPK/NFT	1975 417 1976 468		11	7		61	63
2	TPK/FTO	1976 231			11			64
	TPK/FTX	1976 372			9			61
	TPK/NFT	1976 326			10			59

TABLE 6

Percentage of children with Get Set Prekindergarten experience compared with the percentage of children with Prekindergarten Head Start experience who scored below the 16th percentile or at or above the 50th percentile in Reading for the grades and years indicated.

Grade	Groups Compared	N Per Year	% Below 16th Percentile			% Above 50th Percentile		
			1974	1975	1976	1974	1975	1976
K	GSPK	1974 711 1975 999 1976 1,304	2	3	2	87	87	85
	PKHS	1974 214 1975 329 1976 361	5	4	4	84	83	83
1	GSPK	1975 591 1976 891		6	5		69	66
	PKHS	1975 210 1976 304		6	6		65	65
2	GSPK	1975 522			6			71
	PKHS	1976 188			6			59

TABLE 7

Percentage of children with Get Set Prekindergarten experience compared with the percentage of children with Prekindergarten Head Start experience who scored below the 16th percentile or at or above the 50th percentile in Mathematics for the grades and years indicated.

Grade	Groups Compared	N Per Year	% Below 16th Percentile			% Above 50th Percentile		
			1974	1975	1976	1974	1975	1976
K	GSPK	1974 708 1975 1,002 1976 1,300	9	9	8	71	71	73
	PKHS	1974 215 1975 328 1976 362	7	12	9	68	66	70
1	GSPK	1975 599 1976 909		10	5		64	65
	PKHS	1975 215 1976 307		7	9		61	64
2	GSPK	1975 521			8			61
	PKHS	1976 188			13			59

TABLE 8

Percentage of children with Get Set Prekindergarten experience followed by Original Follow Through, Follow Through Expansion, or Non-Follow Through who scored below the 16th percentile or at or above the 50th percentile in Reading for the grades and years indicated.

Grade	Groups Compared	N Per Year	% Below 16th Percentile			% Above 50th Percentile		
			1974	1975	1976	1974	1975	1976
K	TPK/FTO	1974 225 1975 163 1976 193	2	4	0	90	87	89
	TPK/FTX	1974 --- 1975 343 1976 472	-	2	2	-	87	85
	TPK/NFT	1974 485 1975 493 1976 639	3	3	3	86	88	83
1	TPK/FTO	1975 146 1976 118		5	8		70	63
	TPK/FTX	1975 332 1976 278		5	4		65	65
	TPK/NFT	1975 351 1976 361		5	3		68	67
2	TPK/FTO	1976 108			6			69
	TPK/FTX	1976 276			5			62
	TPK/NFT	1976 280			6			72

TABLE 9

Percentage of children with Get Set Prekindergarten experience followed by Original Follow Through, Follow Through Expansion, or Non-Follow Through who scored below the 16th percentile or at or above the 50th percentile in Mathematics for the grades and years indicated.

Grade	Groups Compared	N Per Year	% Below 16th Percentile			% Above 50th Percentile		
			1974	1975	1976	1974	1975	1976
K	TPK/FTO	1974 225 1975 163 1976 193	9	5	6	69	69	78
	TPK/FTX	1974 --- 1975 343 1976 472		10	9		71	75
	TPK/NFT	1974 482 1975 496 1976 635	9	9	9	72	72	70
1	TPK/FTO	1975 146 1976 118		7	2		71	71
	TPK/FTX	1975 340 1976 275		7	6		60	68
	TPK/NFT	1975 358 1976 371		10	6		61	64
2	TPK/FTO	1976 108			7			67
	TPK/FTX	1976 277			9			62
	TPK/NFT	1976 280			9			58

TABLE 10

Percentage of children having Prekindergarten Head Start experience followed by Original Follow Through, Follow Through Expansion, or Non-Follow Through who scored below the 16th percentile or at or above the 50th percentile in Reading for the grades and years indicated.

Grade	Groups Compared	N Per Year	% Below 16th Percentile			% Above 50th Percentile		
			1974	1975	1976	1974	1975	1976
K	TPK/FTO	1974 171 1975 172 1976 180	5	2	3	84	85	83
	TPK/FTX	1974 --- 1975 84 1976 100		6	7		82	89
	TPK/NFT	1974 42 1975 73 1976 80	5	5	0	83	78	88
1	TPK/FTO	1975 151 1976 140		5	4		66	67
	TPK/FTX	1975 64 1976 68		5	3		64	75
	TPK/NFT	1975 34 1976 49		6	10		62	57
2	TPK/FTO	1976 120			6			63
	TPK/FTX	1976 51			4			57
	TPK/NFT	1976 28			0			68

TABLE 11

Percentage of children having Prekindergarten Head Start experience followed by Original Follow Through, Follow Through Expansion, or Non-Follow Through who scored below the 16th percentile or at or above the 50th percentile in Mathematics for grades and years indicated.

Grade	Groups Compared	N Per Year		% Below 16th Percentile			% Above 50th Percentile		
				1974	1975	1976	1974	1975	1976
K	TPK/FTO	1974	173	8	10	8	70	68	70
		1975	171						
		1976	182						
	TPK/FTX	1974	---		11	9		64	71
		1975	84						
		1976	100						
	TPK/NFT	1974	41	7	18	10	59	62	68
		1975	73						
		1976	79						
1	TPK/FTO	1975	155		6	7		61	64
		1976	140						
	TPK/FTX	1975	63		5	10		52	72
		1976	72						
	TPK/NFT	1975	35		9	16		57	54
		1976	50						
2	TPK/FTO	1976	120			14			62
	TPK/FTX	1976	51			8			61
	TPK/NFT	1976	27			19			63

Table 12 Percentage of children having prekindergarten experience followed by one of the Original Follow Through Models listed compared with the percentage of children in the Total Original Follow Through Program who showed below the 16th or at or above the 50th percentile in Reading for the grades and years indicated.

Grade	Groups Compared	N Per Year	% Below 16th Percentile			% Above 50th Percentile		
			1974-75	1975-76	1976-77	1974-75	1975-76	1976-77
K	FTO	1974 406 1975 353 1976 388	3	3	2	87	86	86
	BS	1974 77 1975 63 1976 66	0	6	3	92	86	76
	BA	1974 88 1975 83 1976 105	1	1	1	93	96	90
	EDC	1974 78 1975 80 1976 60	5	5	2	82	79	85
	PP	1974 62 1975 71 1976 69	6	1	1	82	86	88
1	FTO	1975 304 1976 271		6	6		67	65
	BS	1975 55 1976 46		7	4		65	65
	BA	1975 70 1976 62		0	2		77	90
	EDC	1975 52 1976 05		4	8		73	63
	PP	1975 46 1976 49		4	0		80	63
2	FTO	1976 231			6			65
	BS	1976 47			11			62
	BA	1976 59			2			81
	EDC	1976 39			5			64
	PP	1976 35			0			69

Table 13 Percentage of children having prekindergarten experience followed by one of the Original Follow Through Models listed compared with the percentage of children in the Total Original Follow Through Program who showed below the 16th or at or above the 50th percentile in Mathematics for the grades and years indicated.

Grade	Groups Compared	N Per Year	% Below 16th Percentile			% Above 50th Percentile		
			1974-75	1975-76	1976-77	1974-75	1975-76	1976-77
K	FTO	1974 407 1975 352 1976 389	8	7	7	70	68	75
	BS	1974 77 1975 63 1976 66	13	3	15	71	71	65
	BA	1974 89 1975 82 1976 105	4	6	5	76	79	71
	EDC	1974 79 1975 80 1976 66	9	11	6	65	54	74
	PP	1974 62 1975 71 1976 70	11	7	9	68	69	79
1	FTO	1975 308 1976 272		6	4		66	68
	BS	1975 59 1976 46		7	2		66	63
	BA	1975 69 1976 63		4	3		72	84
	EDC	1975 53 1976 65		6	2		66	71
	PP	1975 46 1976 49		2	4		72	67
2	FTO	1976 231			11			64
	BS	1976 47			13			64
	BA	1976 59			8			71
	EDC	1976 39			0			72
	PP	1976 35			14			63

TABLE 14

Percentage of children having Prekindergarten experience followed by Original Follow Through, Follow Through Expansion, or Non-Follow Through with less than 15 days of absence who scored below the 16th percentile or at or above the 50th percentile in Reading for the grades and years indicated.

Grade	Groups Compared	N Per Year		% Below 16th Percentile			% Above 50th Percentile		
				1974	1975	1976	1974	1975	1976
1	TPK/FTO	1974	136	4	2	0	87	89	93
		1975	131						
		1976	126						
	TPK/FTX	1974	*---	--	4	0	--	87	91
		1975	174						
		1976	202						
	TPK/NFT	1974	23	0	--	--	87	--	--
		1975	---						
		1976	---						
2	TPK/FTO	1975	175	--	11	5	--	62	70
		1976	171						
	TPK/FTX	1975	296		3	2		70	73
		1976	203						
	TPK/NFT	1975	28		0	--		100	--
		1976	6						
3	TPK/FTO	1976	147			5			70
	TPK/FTX	1976	248			4			66
	TPK/NFT	1976	13			--			--

* --- indicate n's were too small to analyze.

TABLE 15

Percentage of children having Prekindergarten experience followed by Original Follow Through, Follow Through Expansion, or Non-Follow Through with 15 or more days of absence who scored below the 16th percentile or at or above the 50th percentile in Reading for the grades and years indicated.

Grade	Groups Compared	N Per Year	% Below 16th Percentile			% Above 50th Percentile		
			1974	1975	1976	1974	1975	1976
K	TPK/FTO	1974 258 1975 206 1976 251	3	3	2	87	84	83
	TPK/FTX	1974 ---* 1975 281 1976 366	--	2	5	--	85	77
	TPK/NFT	1974 32 1975 --- 1976 ---	0	--		91	--	--
1	TPK/FTO	1975 104 1976 79		8	11		60	52
	TPK/FTX	1975 131 1976 111		8	8		56	53
	TPK/NFT	1975 --- 1976 ---		--			--	--
2	TPK/FTO	1976 74			7			58
	TPK/FTX	1976 69			6			57
	TPK/NFT	1976 13						--

*--- indicate n's were too small to analyze.

TABLE 16

Percentage of children having Prekindergarten experience followed by Original Follow Through, Follow Through Expansion, or Non-Follow Through with less than 15 days of absence who scored below the 16th percentile or at or above the 50th percentile in Mathematics for the grades and years indicated.

Grade	Groups Compared	N Per Year		% Below 16th Percentile			% Above 50th Percentile		
				1974	1975	1976	1974	1975	1976
1	TPK/FTO	1974	137	6	6	5	98	73	80
		1975	131						
		1976	126						
	TPK/FTX	1974	---*	--	9	7	--	76	81
		1975	174						
		1976	202						
	TPK/NFT	1974	23	4	--	--	48	--	--
		1975	--						
		1976	--						
2	TPK/FTO	1975	179		11	4		79	73
		1976	171						
	TPK/FTX	1975	303		4	4		65	76
		1976	200						
	TPK/NFT	1975	28		4	--		71	--
		1976	6						
3	TPK/FTO	1976	147			7			69
	TPK/FTX	1976	248			7			65
	TPk/NFT	1976	13			--			--

* --- indicate n's were too small to analyze.

TABLE 17

Percentage of children having Prekindergarten experience followed by Original Follow Through, Follow Through Expansion, or Non-Follow Through with with 15 days or more of absence who scored below the 16th percentile or at or above the 50th percentile in Reading for the grades and years indicated.

Grade	Groups Compared	N Per Year	% Below 16th Percentile			% Above 50th Percentile		
			1974	1975	1976	1974	1975	1976
K	TPK/FTO	1974 258 1975 205 1976 251	9	7	8	69	65	73
	TPK/FTX	1974 ---* 1975 281 1976 367	--	9	12	--	65	68
	TPK/NFT	1974 32 1975 --- 1976 ---	9	--	--	72	--	--
1	TPK/FTO	1975 104 1976 80		8	8		55	58
	TPK/FTX	1975 131 1976 113		10	12		52	56
	TPK/NFT	1975 --- 1976 ---		--	--		--	--
2	TPK/FTO	1976 74			19			55
	TPK/FTX	1976 70			10			53
	TPK/NFT	1976 --						--

*--- indicate n's were too small to analyze.